




## Instructional Plan/Learning Activities

### Content:

Instructional Plan	Understanding	Know students will know	Skills	MLR
1. Hook: <a href="#">Dirty Jobs</a> Learning Activity (Graphic Organizer, <a href="#">Cooperative Learning</a> , Technology):	Students will understand that research is important, adds to their understanding, and it can sway their opinion.	collect information for research projects including primary and secondary sources (c1) (letter b5)	compare occupational risk vs. reward	B5 - Write to convey specific requests for detailed information.  C1 - Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources, and follow the conventions of documentation to communicate findings.


### DAY ONE

-  [LineGameQuestions.pdf](#) /  
Pre-assessment for their thoughts about jobs.


 [pennyforyourthoughts.pdf](#)\* Play life.  
Have check points during the game where you stop and fill out a GO. Music Playing in background.  [LIFEgo.pdf](#)

- Make a list of [every occupation](#) they can think of.
- What would be their dream

job? Write on  
their GO

- Give  
letter/Assignment sheet? 

[LetterToParentsHANDOUT.pdf](#)

- Write to  
someone in  
their family?  
About how  
they came to be  
at the job they  
currently have,  
and if they  
would change  
anything about  
it, how did they  
know that's  
what they  
wanted to do?  
Brainstorm  
questions for  
parents.   
[parentscareerletterquestions.pdf](#)  
Questions will  
be typed in the  
front of the  
class, on  
screen.

## DAY TWO

- Create letter to  
send to parents
- Take the career  
quiz and write  
down results (  
[LINK](#))
- HW is to to  
send the [letter](#) to  
their parents.

## DAY THREE

- Use GO to compare each job based on certain criteria.



[dreamjobGOcomparison.pdf](#)

-  [CareerCriteria.pdf](#)

- Discussion in small groups and as a class. \_



[DiscussionQuestionsCareer.pdf](#)

- [Blog](#) about 1) two things they learned, were interested to know, two things they want to learn more about.

## DAY FOUR

- Work on projects the whole day.  
Music playing in background.

Artifact: [Job Comparison](#) Need GO for project/must have a link/explanation or picture for every word

2. Hook: <a href="#">Storm Troopers</a> Learning Activity (Graphic Organizer, Cooperative Learning, Technology): Artifact: <a href="#">Graph Results</a> (Scribblar) DAY ONE	Students will understand that charts and graphs are their own form of information, not unlike text.	use graphs and charts to represent, organize, interpret, draw inferences, and recognize manipulation from data (data math)	make sense of tables, graphs, and charts displaying statistics regarding employment	Data Math - Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data.
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- Preassess?  
Relate to them.  
Gossip/rumors/facts/opinions.  
Give them a scenario and have them tell what's going on. Discuss as class.
- Read a (misleading) newspaper article about current employment  
[\(School Cuts\)](#)  
[\(TWEET\)](#)  
[\(JobsInME\) >](#)
- Data scavenger hunt. GO for stats from the site. (a different group?)  
1990-2010 (in 5 groups, stats for every two years) Predict for ten years from now. ([graph](#)) And discuss in TUMBLR if

they think any  
differently  
about the  
article. Who  
represents the  
article in the  
beginning  
scenario?  
Graph full time  
line

3. Hook: [Who Wants To Be A Millionaire](#) Learning Activity (Graphic Organizer, Cooperative Learning, Technology):  
DAY ONE
- |  |   |   |
|--|---|---|
| Students will understand that research is important, adds to their understanding, and it can sway their opinion. | make comparisons and draw conclusions based on informational texts (a3) | predict quality of life based on various employment scenarios |
|--|---|---|

- Play game, if anyone wins the million, than the whole class gets to play with a million, otherwise they play with the average lifetime wage, make connection to the lottery?
- [Mash](#) Find out statistics for students who graduate from college
- [Budgets](#) Fill out and print (GO?)

Artifact: [PicLit](#)

4.	Students will	<b>write a logical</b>	consider how their	A2 (career) -
Hook: <a href="#">Chaos Theory</a>	understand that	<b>argument (e2)</b>	daily choices affect	Students analyze
Learning Activity	research is		their immediate and	how positive and
(Graphic Organizer,	important, adds to		long term future	negative personal
Cooperative	their understanding,			traits, choices about
Learning,	and it can sway their			behaviors, and the
Technology):	opinion.			belief that one can
DAY ONE				successfully
				complete tasks/goals
				affect success in
				school.

- Positive/Negative Outlook  
(walking around the room)
- Line Game about something?
- External Factors for success in school (informal groups)
- What does confidence do to a person?
- Students will choose one thing, just like the butterflies wings, and create two stories around it, one positive, one negative \_



[causeandeffect.pdf](#)

Artifact:

[TimeLine\(OurStory\)](#)

5.	Students will	organize and present	reflect on their own	B1 -
Hook:	understand that	information	thoughts about	Students use a
Learning Activity	research is	logically either	education	writing process to

(Graphic Organizer, important, adds to verbally or written Cooperative Learning, Technology): their understanding, and it can sway their opinion.  
DAY ONE

communicate for a variety of audiences and purposes.  
E2 - Adjust volume, tone, eye contact, and gestures to suit the audience.

- Review what we've been learning (fill out first survey thing again, see if there are any differences (GO))
- A list of things that we still want to know (letters from beginning lesson)
- A list of questions(GO) for a High School Guidance Counselor, College Representative, and High school Student.
- Who is our audience and why does it matter?

Three groups of students. Each groups interviews on person and together will present to the class the answers all questions and video reflection.

Artifact:

## iMovie/GarageBand

### - Interview

6. Hook: Bring in Posters/pamphlets etc. Learning Activity (Graphic Organizer, Cooperative Learning, Technology): DAY ONE	Students will understand that research is important, adds to their understanding, and it can sway their opinion.	utilize relevant web programs or software in order to showcase information for multimedial learning	design informational B5? - Write media to theoretical dropouts information purposefully and succinctly to meet the needs of the audience.  E2 - Adjust volume, tone, eye contact, and gestures to suit the audience.
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- Go over  
persuasion a  
little, what  
makes a good  
poster.
- Audience (in 3  
groups, each  
groups  
discusses 6th,  
7th, and 8th  
grade  
audiences)  
Share with  
class.
- Students create  
their posters.  
Go over  
different  
programs in  
class.
- Publish, they  
will be posted  
around school  
and presented  
to classmates

Artifact: Everyone  
in the class will  
create one poster to  
put up. Must us  
technology. Must be



creative. Offer one  
fact about their  
grade, and one  
general fact. One  
personal opinion.  
One website/phone  
number. (Glogster)

[\(For Cassie\)](#)

## **Formative**

Q - Quizzes  
WS - Work Sample  
SA - Self Assessment  
P - Prompts  
O - Observation  
D - Dialogues

## **Product - Summative**

CL- Comic Life  
IM - Imovie  
B - Blog  
PC - Podcast  
W - Wikispace  
G - Glogster